

TITLE ONE NEWS



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Important dates and deadlines

Comparability Reports are due Nov. 1. The [Comparability Report Guidance Document](#) can be located on the [Title I, Part A webpage](#).

Districts and schools should be working with parents on reviewing and revising parent and family engagement policies during the first months of school. Each school should be revising its unique school-home compact with the help of parents. Signed copies of the compact should be kept on file at the school. For more information on policies and compacts, see the Parent and Family Engagement section of the [Title I, Part A Handbook](#).

Districts are entering phase two of the [Continuous Improvement Process](#) which features two reports related to Title I, Part A: the needs assessment and the Title I Annual Review. The Title I Annual Review for schoolwide programs is due Nov. 1. There is a separate review for targeted assistance programs and the submission date will be announced at a later time. For more information, email [Brandon Quick](#).

Parent's right to know

While the Every Student Succeeds Act (ESSA) changed some expectations of No Child Left Behind (NCLB), one set of requirements for districts remained. With the beginning of the new school year upon us, it is prudent to review some of these expectations. At the beginning of every school year, districts must notify all parents of children that attend Title I-served schools about their right to request information for any of their teachers that includes:

1. whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. the college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. whether the child is provided services by paraprofessionals, and if so, their qualifications.

This notification must take place at the start of each school year, and can be sent through a general medium, such as a parent's handbook. This requirement applies to any and all classes in a Title I school, even if the teacher is not paid with Title I or the class is not receiving any Title I services. This requirement can be found in ESSA 1112(e)(1)(A) and [34 C.F.R. 200.61](#) (EDGAR).

If you have further questions contact your [KDE consultant](#). Also, check the [KDE Title I Handbook \(Appendix P – Notification of Right to Request Teacher Qualifications\)](#) for a sample letter for the parent's right-to-know notification.

New coordinator cadre

The first new coordinator cadre provided a step-by-step look at comparability reports as well as additional guidance on the Grant Management and Application Planning (GMAP) program and the Every Student Succeeds Act (ESSA). A recording of the webinar is available on the [Title I, Part A webpage](#) and a link has been provided in the "on the web" section of this newsletter.

The October webinar will take place from 10-11 a.m. Oct. 18 and will include information on the Rural Education Achievement Program (REAP). Title I coordinators with three years or less of experience interested in participating should email title1reports@education.ky.gov for more information.

Contact Information

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Food for parent and family engagements: An allowable expense?

Determining when it is allowable to spend Title I funds on food can be confusing. Providing refreshments during family engagement events is common practice, as it frequently encourages participation or attendance by parents. Many family engagement activities and events occur near the time when most families eat dinner, which can make it much harder for parents to attend. Any food or beverages purchased with Title I funds must be reasonable, necessary, and tied to efforts that focus on improving student achievement.

Although the U.S. Department of Education has not given a general amount, range of costs or other budget details about what is “reasonable and necessary” for food at family engagement events, the following guiding questions, spending tips, and best practices will help keep food expenses allowable:

Consider the nature of the event prior to making a food purchase. The event must be directly related to the Title I program and improving student achievement. Purchasing snacks such as popcorn and juice for families to enjoy as they work together learning math games and activities may be an allowable expense, as the activities can be duplicated at home and can improve the student’s math achievement. Providing cookies and punch for a strictly social event such as a father-daughter dance is an unallowable Title I expense, as the event has no bearing on student achievement.

Before using Title I funds to purchase food, explore other options. Are there any other funds that could be used instead? Don’t be afraid to ask local businesses for donations; a business or restaurant might welcome the opportunity for additional publicity. If Title I funds must be spent, keep the cost down by shopping around for the best price. Remember to keep it light. Provide light snacks rather than full meals.

Recommended documentation of food and beverage purchases for parent and family engagement events includes the following: receipts for all purchases, documentation of meetings and events (sign-in sheets, agendas, handouts, parent feedback, et cetera) and a rationale to show your planning process and that food expenditures were reasonable and necessary. If district set-aside funds were used for the purchase, provide documentation that parents were involved in the decision to spend the funds on food.

Family engagement tip: Family cooking class

A family cooking class is a great opportunity to increase family engagement as well as encourage healthy eating habits in both children and adults. A hands-on cooking class could take place in a school cafeteria and help families learn to prepare healthy dishes and snacks, such as lettuce wraps and fruit salads, as well as inform families on where to buy inexpensive but healthy food in their area. In addition to learning about nutrition, academic goals such as reading and mathematics concepts could be reinforced through a cooking class. Students and their families can practice reading skills by reading recipes and learn about fractions through measurements required in recipes.

As always, the burden of proof that the event has a substantial academic component falls on the school. When planning a cooking class, consider how the academic component could be documented. Students could use ratios to compare the relationship of ingredients in a recipe and proportions to determine how to make the recipe smaller or larger. Reading recipes can also teach students about the importance of following the steps in a text.

[The Food and Nutrition Service](#), a division of the U.S. Department of Agriculture (USDA), has a wealth of information which could be incorporated into a family cooking night. [Team Nutrition](#) is an initiative to support the [Child Nutrition Programs](#) by providing training and education for children and their caregivers about healthy eating and physical activity. Team Nutrition’s [MyPlate](#) materials include evidence-based curricula that can be used to integrate MyPlate into core educational subjects. Back to school resources and a cookbook of healthy recipes are just a few of the resources available on the USDA website.

If there are questions regarding hosting a family cooking event, contact a [KDE consultant](#). The dish or snack being prepared should be inexpensive not only to meet the Title I, Part A requirement of keeping expenses reasonable but also so that families can easily recreate the dish at home. Title I, Part A funds can be used to pay for reasonable expenses such as food and making copies of recipes.

On the web

- [Title I, Part A Documents and Resources](#)
- [Title I, Part D](#)
- [Title I, Part D Subpart 1](#)
- [Title I, Part D Subpart 2](#)
- [Title I, Part A Handbook](#)– Page 8 (Schoolwide Program Plan Components) has been updated to provide a more detailed alignment with federal regulations and the Every Student Succeeds Act (ESSA).
- [September New Coordinator Webinar](#)